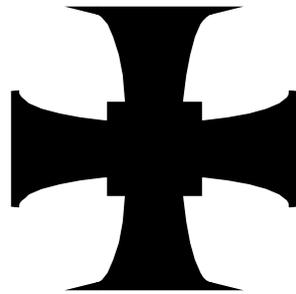


TRINITY SCHOOL



A CHURCH OF ENGLAND ACADEMY

ASSESSMENT FOR LEARNING
POLICY

Curriculum & Achievement Committee

Review: October 2015

Ratified by the full Governing Body: January 2016

Next review: October 2018

Assessment For Learning Policy

Introduction

Trinity School takes our responsibility for ensuring the quality and reliability of assessment very seriously. High quality assessment of students' learning and progress is a fundamental aspect of the everyday function and purpose of the school.

The Assessment for Learning Policy of Trinity School is based around three key characteristics:

- Assessment for Learning in lessons.
- Formative Assessment.
- External Assessment.

The purpose of assessment

The primary purpose of assessment at Trinity School is to make sure that students and teachers know how much progress is being made by individual students in each subject. This then allows departments and the school to accurately measure progress accurately against the challenging targets that are set.

More specifically, the school expects assessment to:

- enable our students to demonstrate what they know, understand and can do in their work
- help our students understand what they need to do next to improve their work and give them the opportunity to do so.
- allow teachers to plan work that effectively meets the needs of each student ensuring progress is made by every student in every lesson.
- measure students' achievements objectively against the learning outcomes
- provide a reliable and consistent basis for the recommendation of an appropriate grade or award
- assist staff in evaluating the effectiveness of their teaching
- provide regular information for parents/carers that enables them to support their children's learning
- provide us with information that allows us to make judgements about the effectiveness of the school
- highlight which students require extra support and/or intervention in lessons, across subjects and at a whole school level

Assessment for Learning in lessons

Assessment has to inform teachers and students how much progress is being made on a lesson by lesson basis. In order for students to understand what progress they are making the following should always be evident:

- Learning Objectives should always be clearly communicated
- Criteria for assessing work should be made clear in student friendly language

- Consolidation activities should enable students to measure the progress they have made in a lesson against the set objectives

Teachers should assess individual students as often as is possible to enable them to plan effectively for future lessons. This can be done a variety of ways:

Feedback

A key feature of the approach to assessment at Trinity is that (we expect) teacher feedback is based on high quality next step learning.

Feedback means:

- commenting on what students have done well
- explaining briefly what they should do next to make further progress
- it should always be informative and constructive enabling a student to improve their work
- time is set aside for students to digest what has been written and act upon the advice.

Teachers are expected to use 'G and I' marking, where a 'Good' comment allows students to see what they have done well and an 'I' comment suggests what they now need to do to improve.

Written feedback is a time consuming process and it is the school's expectation that students receive feedback on their work every 5 to 6 lessons. This means that on average in a core department this will be every two weeks and no less than twice every half term in other areas. As a rule teachers should spend 50% of their time out of a classroom on preparation and 50% on Assessment. This will change in the examination marking/ moderation phase of the year.

A coloured pen system is used to help students and teachers to see the progress made following feedback. Teachers mark in purple, students in red and peers in blue. Students will act on feedback and make improvements to their work in green.

Questioning

Students can articulate their understanding through their response to well-structured questions. Good questioning will not only check understanding but will also enable a student to develop ideas or themes enabling them to move on in their learning. Questioning should be differentiated to challenge learners of all abilities, and should be teacher-directed to ensure the understanding of all students.

Self-assessment

Students can check their work, against answers on the board, or a template, before making corrections or improving work. They may assess their own level against the descriptors, looking for evidence in their own work, checking their own progress and planning next steps. Students can assess their own work using 'G and I' marking.

Peer assessment

Evaluating another student's work against given criteria can help clarify what the learning was all about for a student and enable sharing of ideas. Students can give next step advice to others to help them improve their work and also give them the opportunity to reflect on their own progress. Students can peer mark using 'G and I' marking.

Formative Assessment

Formative assessment is designed to provide learners with feedback on progress and inform development. It provides a measure of achievement in relation to the intended learning outcomes of a programme of study. The main purpose of formative assessment is to:

- Inform future planning
- Measure student progress against target grades
- Ensure challenge and support for students
- Inform setting (where appropriate)
- Communicate with parents/carers through Interims and Reports
- Provide students with their individual improvement priorities.

It is the responsibility of each department to have an Assessment for Learning policy of which a part will be structured formative assessments in all years. Students should be aware of the nature of such assessment and their timings. The assessments should give an accurate measure of the level of attainment reached by each student as appropriate to their course of study and key stage. The quality of assessments should be regularly monitored and Curriculum/Subject leaders should lead moderation to ensure consistency.

The data from formative assessments should be recorded in mark books and used as the basis for judgements given to parents in Interims and Reports. The data contained in these will be recorded centrally to enable the school to examine its overall progress and effectiveness.

External Assessment

The school is measured on its overall effectiveness primarily through the results achieved by students in public examinations. The two internal elements of the assessment process enable our students to achieve positive outcomes in these.

All students are set yearly targets based on the performance of the top 25% of similar students nationally. These are aspirational targets generated by external agencies and we challenge our students and staff to reach them. The formative assessment process within the school enables us to measure our progress towards these targets. On the basis of these, good practice is shared between departments and intervention put in place where appropriate.

The results of external exams are analysed thoroughly. The trends identified and any judgements will then directly inform the schools Action Planning so that as an institution we continue to refine and improve practice.

Responsibilities

Each department will have an Assessment for Learning Policy based closely on the whole school policy. This will include a programme of moderated assessments for each year group. These will be monitored by the appropriate Senior Leadership Team link.

Targets will be set each year for individual students. Progress against these targets will be monitored and reported to parents/carers.